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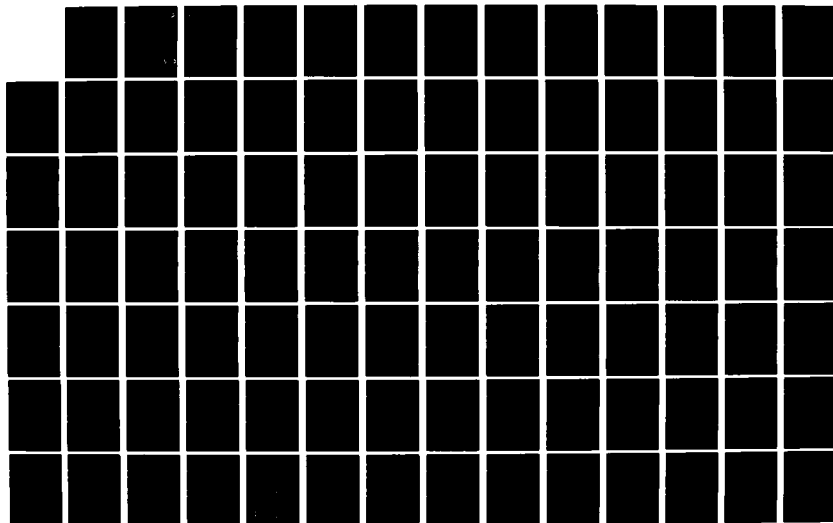
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 91C
CLINICAL SPECIALIST REF. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER.. 30 AUG 77

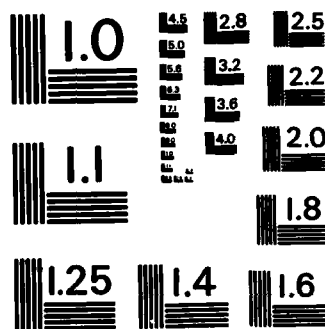
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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FORA91C
MOS

CLINICAL SPECIALIST

REFERENCE SOLDIER'S MANUAL DATED

30 August 1977

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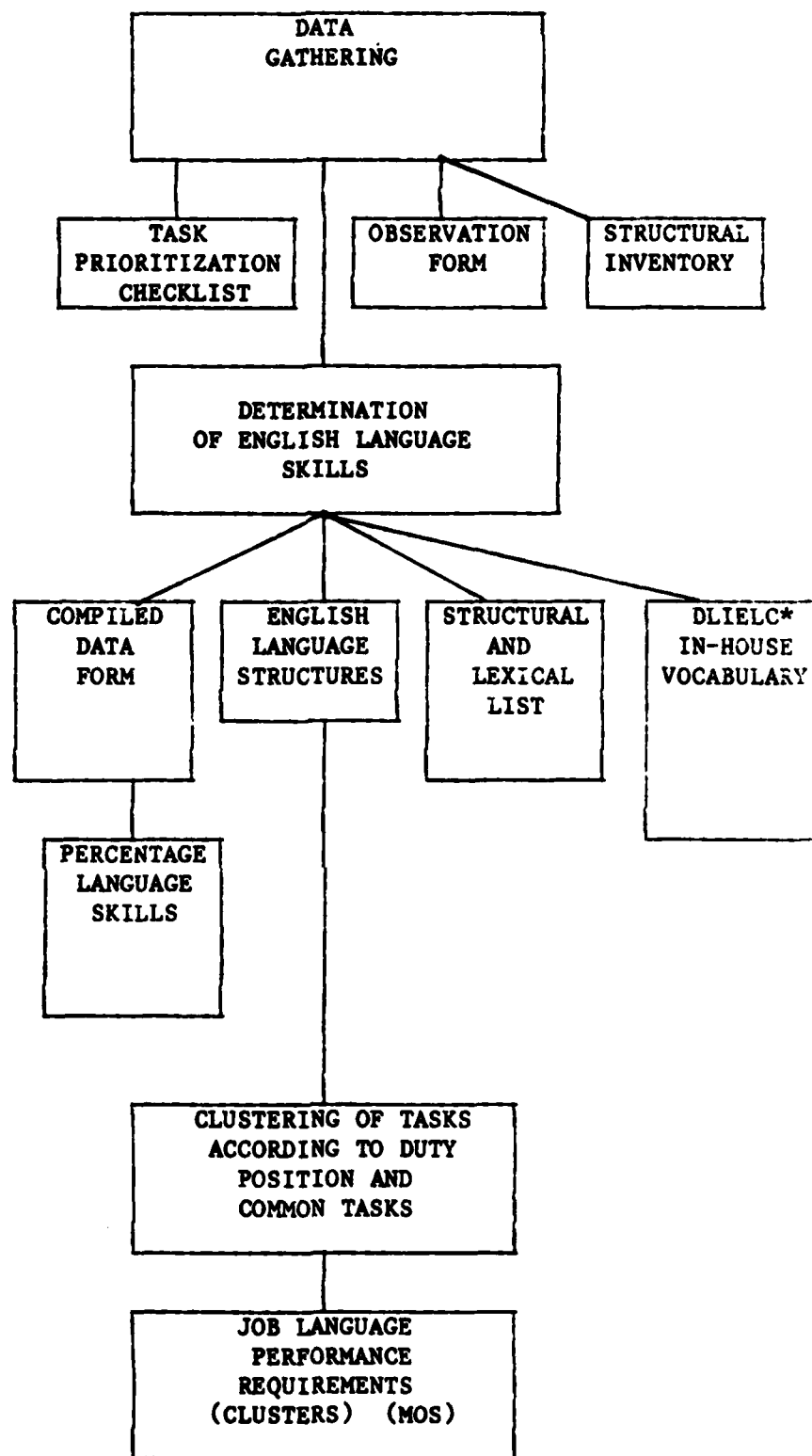


FIGURE 1

*Defense Language Institute English Language Center

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified. ←			

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virginia.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

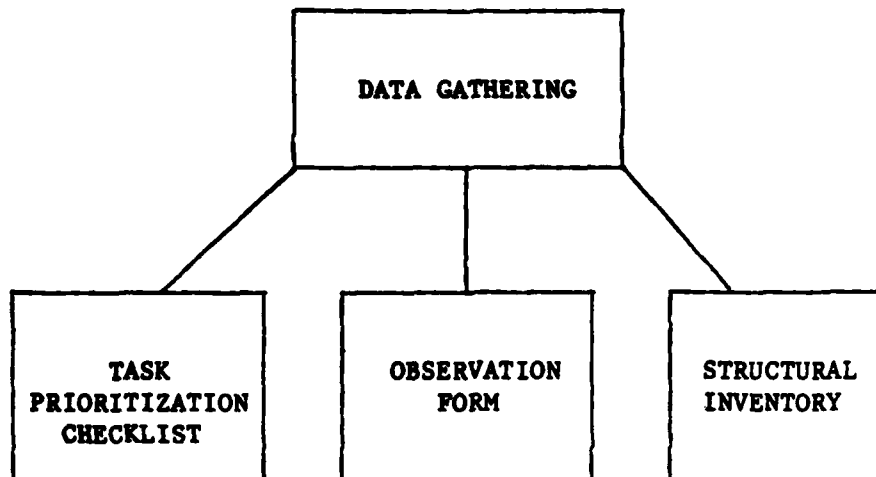


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

1. Is the task taught?
2. How is the task taught?
3. Is the task tested?
4. How is the task tested?
5. How important are speaking, listening, reading and writing in learning and performing the task?
6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 4)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

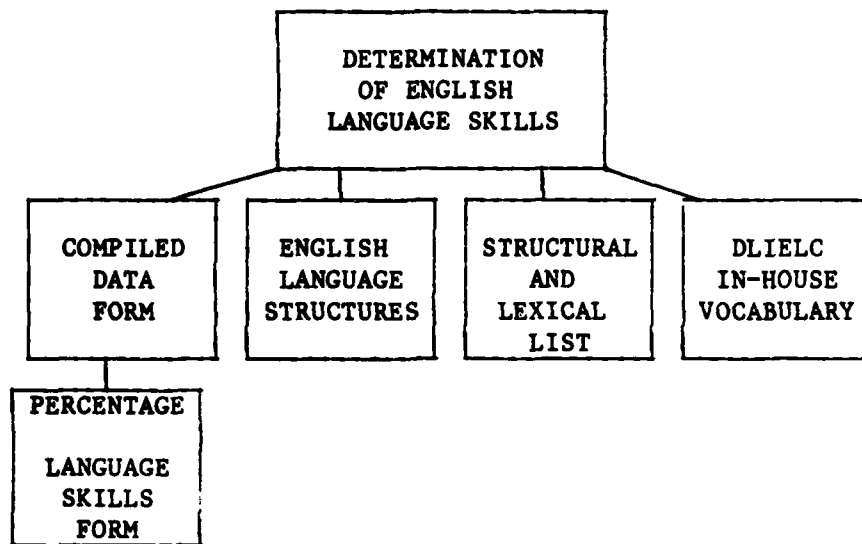


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

1. Methods of teaching.
2. Methods of testing.
3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written	listening speaking writing, reading
Rating of English Language Skills listening speaking reading writing	*a response of 2 or 3 on a scale of 1 to 3 was tallied a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See A1

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

$$TR \div TxVxR = \% \text{ of use}$$

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening	60%
Speaking	24%
Reading	32%
Writing	36%

As shown by the figures, listening is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technical Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

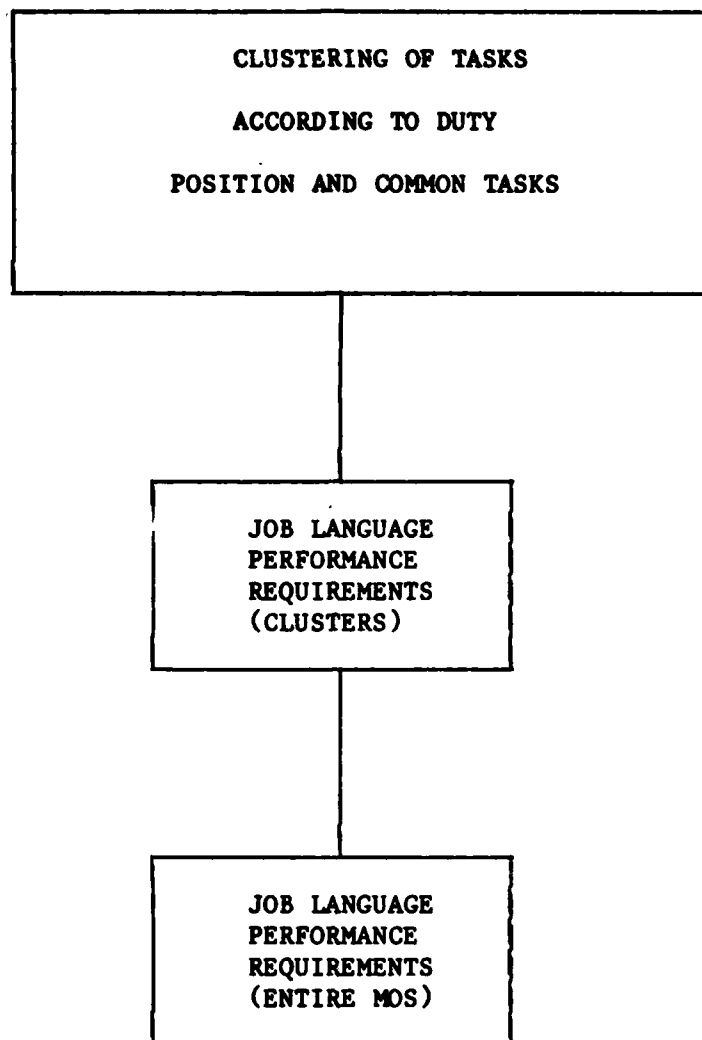


FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

1. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
2. BASIC INDIVIDUAL TECHNIQUES
3. CAMOUFLAGE
4. LAND NAVIGATION
5. M16A1 RIFLE
6. VEHICLE OPERATIONS
7. EMERGENCY MEDICAL CARE
8. CLINICAL DUTIES

SECTION IV

JOB LANGUAGE PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:
CONDITION:
STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	32%
Speaking	11%
Reading	15%
Writing	18%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to perform
CONDITIONS:	Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral utterances
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given NBC situations requiring oral alarms
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures and notations defined as explanations
STANDARDS:	100% understanding of printed content

III. TASK NUMBERS AND TITLES

081-91C-1003	Apply mask-to-mouth respiration to a casualty
081-91C-1005	Administer emergency medical care to a chemical-agent casualty
081-91C-5001	Put on a protective mask
081-91C-5002	Maintain protective mask and accessories
081-91C-5003	Give NBC alarm
081-91C-5004	Interpret NBC alarms and signals
081-91C-5005	Take cover as protection against NBC hazards
081-91C-5006	Decontaminate self, equipment, and supplies following chemical attack

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

Listening	54%
Speaking	25%
Reading	37%
Writing	36%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and produce written reports
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-5009	Disinfect a thirty-six (36) gallon water purification bag (Lyster)
081-91C-5010	Set up and maintain garbage and litter disposal facilities
081-91C-5011	Set up and maintain human wastes disposal facilities
081-91C-5014	Disinfect a canteen of water with iodine tablets
081-91C-9003	Construct individual/patient defensive positions

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening	67%
Speaking	0%
Reading	22%
Writing	33%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of instructions, explanations and procedures
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-9001	Camouflage/conceal equipment
081-91C-9002	Camouflage yourself, your load bearing equipment, and your individual weapon.

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening	75%
Speaking	31%
Reading	50%
Writing	50%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations, instructions and procedures
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to record the grid reference
STANDARDS:	100% legible written content

III. TASK NUMBERS AND TITLES

081-91C-9101	Navigate from one position on the ground to another point
081-91C-9102	Determine the grid coordinates of a point on a military topographical map using the military grid references system

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	67%
Speaking	23%
Reading	27%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of a range card
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete a range card
STANDARDS:	100% understandable and legible written content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-9004	Engage targets with an M16A1 rifle
081-91C-9005	Load, reduce a stoppage, unload, and clear an M16A1 rifle
081-91C-9006	Load and unload an M16A1 rifle magazine
081-91C-9007	Zero an M16A1 rifle
081-91C-9008	Maintain a M16A1 rifle, magazine, and ammunition

VEHICLE OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	76%
Speaking	40%
Reading	44%
Writing	50%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and produce written reports
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-9201	Prepare loading plan for wheeled vehicle to include its trailer
081-91C-9202	Perform operator maintenance on a wheeled vehicle (2 1/2 ton or less)
081-91C-9203	Maintain required TAMMS records on a wheeled vehicle (2 1/2 ton or less)
081-91C-9204	Perform an ESC (equipment serviceability criteria) inspection on a wheeled vehicle (2 1/2 ton or less)
081-91C-9205	Operate wheeled vehicle with trailer

EMERGENCY MEDICAL CARE

I. PERCENTAGE LANGUAGE SKILLS

Listening	61%
Speaking	28%
Reading	38%
Writing	40%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs
STANDARDS:	100% understanding of printed content
TASK:	Write to inform
CONDITIONS:	Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-1001	Apply the four emergency medical care lifesaving measures
081-91C-1002	Administer emergency medical care for burns
081-91C-1006	Immobilize a fracture
081-91C-1009	Initiate US Field Medical Card (DD Form 1380)
081-91C-1010	Apply a field first aid dressing to a wound
081-91C-1072	Administer emergency medical care to a heat casualty
081-91C-1201	Administer emergency medical care to a casualty with a sucking chest wound

CLINICAL DUTIES

I. PERCENTAGE LANGUAGE SKILLS

Listening	47%
Speaking	30%
Reading	26%
Writing	31%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral information
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures and SOPs
STANDARDS:	100% understanding of printed content
TASK:	Write to inform
CONDITIONS:	Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-91C-1015 Perform a one-man carry
081-91C-1025 Load 1 1/4 ton truck ambulance
081-91C-1035 Perform cardiopulmonary resuscitation
081-91C-1036 Administer manual ventilation by ambu bag
081-91C-1051 Apply the Thomas leg splint
081-91C-1052 Administer morphine by syrette
081-91C-1055 Measure a patient's blood pressure
081-91C-1056 Obtain an oral temperature
081-91C-1057 Obtain a rectal temperature
081-91C-1058 Obtain an axillary temperature
081-91C-1059 Obtain a radial pulse
081-91C-1060 Make up an occupied bed
081-91C-1062 Clean a patient unit
081-91C-1202 Perform medical sorting (triage)
081-91C-1203 Assist with an emergency delivery
081-91C-1205 Obtain a blood specimen (syringe)
081-91C-1206 Obtain a blood specimen (vacutainer)
081-91C-1208 Administer a blood transfusion
081-91C-1210 Insert a nasogastric tube
081-91C-1211 Irrigate colostomy
081-91C-1212 Measure intake and output
081-91C-1213 Administer a cooling sponge bath
081-91C-1218 Put on gown
081-91C-1219 Remove a soiled gown
081-91C-1220 Prepare an open wound for operative treatment
081-91C-1223 Change a sterile dressing
081-91C-1225 Suction patient's tracheotomy/endotracheal tube
081-91C-1226 Irrigate an ear
081-91C-1227 Administer an eye irrigation
081-91C-1228 Instill eye drops
081-91C-1231 Apply heat applications to a patient
081-91C-1232 Apply an ice bag
081-91C-1237 Administer tube feeding (gavage) to a patient
081-91C-1238 Administer a rectal suppository
081-91C-1240 Administer an injection (SC or IM)
081-91C-1241 Administer an intradermal injection
081-91C-1242 Administer a cleansing enema
081-91C-1244 Complete a Clinical Record - Temperature - Pulse -
Respiration (Fahrenheit) (SF 511)
081-91C-1246 Record data on Nursing Notes (DA Form 4336)
081-91C-1250 Mechanically restrain a patient
081-91C-1251 Ambulate a postoperative patient
081-91C-1252 Turn a patient on a turning frame
081-91C-1253 Administer passive exercise
081-91C-1254 Ambulate a patient with crutches
081-91C-1255 Move patient from a bed into a wheelchair
081-91C-1256 Transfer patient from bed to stretcher using a
three-man carry
081-91C-1257 Perform routine mouth care on a bed patient
081-91C-1260 Monitor signs and symptoms of head trauma
081-91C-1261 Monitor closed chest drainage
081-91C-1265 Collect specimens for diagnostic tests
081-91C-1266 Obtain sputum specimen by suctioning
081-91C-1267 Assist patient with postural drainage

081-91C-1270	Perform a catheterization of the urinary bladder
081-91C-1271	Perform Foley catheter care
081-91C-1272	Perform a closed urinary bladder irrigation
081-91C-1275	Set up an isolette for use
081-91C-1276	Provide a controlled environment in a croup tent
081-91C-1277	Check oxygen content of an isolette croup tent
081-91C-1280	Account for treatment/orders on DA Form 4256 (Doctor's Orders)
081-91C-1281	Place a patient on a bedpan
081-91C-1282	Apply an external catheter (male adult)
081-91C-1283	Irrigate a nasogastric tube (Levin)
081-91C-1284	Prepare a surgical bed
081-91C-1285	Apply eye patch
081-91C-1286	Apply hot/cold moist eye compress
081-91C-1287	Perform post mortem care
081-91C-1288	Obtain an apical pulse
081-91C-1451	Perform the preoperative skin prep
081-91C-1464	Remove contaminated gown and gloves
081-91C-1510	Remove sutures
081-91C-1950	Apply Bryant's traction
081-91C-1952	Apply Russell's traction
081-91C-1959	Remove plaster cast
081-91C-1960	Remove plaster splint
081-91C-2101	Bandage the stump of a patient with a below the knee amputation
081-91C-2102	Bandage the stump of a patient with an above the knee amputation
081-91C-2701	Administer oxygen therapy by nasal catheter
081-91C-2702	Administer oxygen therapy by venturi mask
081-91C-2703	Administer oxygen therapy by oxygen (simple) mask
081-91C-2704	Administer oxygen therapy by non-rebreathing mask
081-91C-2706	Administer humidity therapy

APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentage Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

LISTENING

- TASK:** Understand oral language intended to inform or instruct.
- CONDITIONS:** Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding and assimilation of presented oral language task.

The following are specific conditions found in this language task:

Warnings
Described situations
Directions
Lectures
Commands, Orders
Sound tracks (films, tapes)
Standard/Non-standard English
Instructions
SQT questions

- TASK:** Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit responses.
- CONDITIONS:** Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)
- STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task:

Shouting
Radio communications
Coded messages
Spellings
Conversation
Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation.
(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

TASK: Produce oral utterances to interact and communicate spontaneously or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6 Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features in simple to complex printed form in any training situation.
(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task:
Captions with illustrations.

Lists
Procedures
Information
Definitions
Outlines
Signs
Markers
References
Rules
Maps
Flags
Military Documents
I.D. Papers
Regulations

Extracts
Columns
Indices
Charts
Methods
Technical Vocabulary
Standard Operating Procedures
Cartoons
Problems
Manuals
Graphic Training Aids

TASK: Identify, understand, and interpret written utterances pertinent to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features in simple to complex written form in any training situation.
(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists
Information
Descriptions
Radiation readings off dosimeter
Coordinate scales
Callsigns-suffices
Three-letter codes
Examples
Calculations
Markings
Radio communications
Range cards
Notes
Messages

WRITING

- TASK:** Upon instruction, write in conventional orthography, letter, numbers, words or sentences appropriate to the training situation.
- CONDITIONS:** Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.
- STANDARDS:** 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

- TASK:** Write, in conventional orthography, letters, or specialized code, numbers, words or sentences in order to transmit or record information.
- CONDITIONS:** Given standardized forms or paper and oral communication.
- STANDARDS:** 100% syntactical and lexical correctness of writing which can be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms
Codes
Grid coordinates
Decoded messages
Encoded messages
Logbooks
Plottings
Figures
Reports
Tags
Range cards
Applicable DA forms

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APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the
Department of the Army in 1980.

PRESENTLY WORKING IN

POS IN WHICH YOU WERE TRAINED: _____
POSITION: _____
UNIT: _____

2 = med
3 = high

YES

NO

IS TASK
TAUGHT?

LISTENING*
SPEAKING*
READING*
WRITING*

LECTURE
SELF-PACED
DEMONSTRATION
HANDS-ON

YES

NO

IS TASK
TESTED?

WRITTEN
ORAL
PERFORMANCE
PERSON

RESULTS
DANGER
EQUIPMENT

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from
the Task Prioritization Checklist.

DATA OBTAINED FROM GERMANY; K. 91A; FT. LEWIS TRAINING SPECIALIST

3

DATA OBTAINED FROM FOR Sam Houston TRAINING SPECIALIST

TX-91C-5003

28/3

TRAINING SPECIALIST

081-911-5207

1. התאחדות העובדים
 2. התאחדות העובדים

[illegible]

[illegible]

[illegible]

		NOS _____		NUMBER OF RESPONDENTS _____	
		DATA OBTAINED FROM _____		TRAINING SPECIALIST _____	
RATING OF ELS	writing				
	reading				
	speaking				
	listening				
METHODS OF TESTING	written				
	oral				
	performance				
METHODS OF TEACHING	self-paced				
	hands-on				
	demonstration				
	lecture				
CRITICALITY	danger to person or				
	equipment				
	importance				
AID	difficulty?				
	tested?				
	taught?				
TASK NUMBER					

M/6A1 R1568

MOS _____ NUMBER OF RESPONDENTS _____

DATA OBTAINED FROM _____ TRAINING SPECIALIST _____

[illegible]

TRAINING SPECIALIST

RATING OF ELS	writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1</
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CLINICAL DUTIES

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RATING OF ELS	writing	reading	speaking	listening
METHODS OF TESTING	written	oral	performance	
METHODS OF TEACHING	self-paced	hands-on	demonstration	lecture
CRITICALITY	danger to person or equipment	importance		
UNIT	difficult?	tested?		

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

RATING OF ELS	writing	1	2	3															1	2	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
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[illegible]

9021-215-1206

081-916-1208

071-91C-1240

081-9K-1211

081-915-1212

פדומוני קהילה

UNIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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NOS	NUMBER OF RESPONDENTS
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DATA OBTAINED FROM

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS			
					writing	reading	speaking	listening
1	difficulty?							
	tested?							
	taught?							
081-91C-1213	difficulty?							
	tested?							
	taught?							
081-91C-1214	difficulty?							
	tested?							
	taught?							
081-91C-1215	difficulty?							
	tested?							
	taught?							
081-91C-1220	difficulty?							
	tested?							
	taught?							

22/11/77 20/12/77

[illegible]

		MOS		NUMBER OF RESPONDENTS																											
		DATA OBTAINED FROM		TRAINING SPECIALIST																											
TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS																										
			self-paced	hands-on	demonstration	lecture	danger to person or equipment	importance	difficulty?	tested?	taught?																				

26/11/73 20/12/73

TRAINING SPECIALIST

TASK

17/11/2019 12/11/2019

TRAINING SPECIALIST

TABLE 1

051-911-1250

1541-316-180

7571-26-180

081-94-1253

05151C-1254

2014/12/15

MOS

910

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

RATING OF ELS	writing	reading	speaking	listening	
	1	1	1	1	1
METHODS OF TESTING	written	1	1	1	
	oral	1	1	1	
	performance	1	1	1	
METHODS OF TEACHING	self-paced	1	1	1	
	hands-on	1	1	1	
	demonstration	1	1	1	
	lecture	1	1	1	
CRITICALITY	danger to person or equipment	1	1	1	
	importance	1	1	1	
	UNIT	difficult?	1	1	1
	tested?	1	1	1	
MOS 910 NUMBER OF RESPONDENTS					
DATA OBTAINED FROM TRAINING SPECIALIST					
RATING OF ELS	writing	1	1	1	
	reading	1	1	1	
	speaking	1	1	1	
	listening	1	1	1	
METHODS OF TESTING	written	1	1	1	
	oral	1	1	1	
	performance	1	1	1	
METHODS OF TEACHING	self-paced	1	1	1	
	hands-on	1	1	1	
	demonstration	1	1	1	
	lecture	1	1	1	
CRITICALITY	danger to person or equipment	1	1	1	
	importance	1	1	1	
	AIT	difficulty?	1	1	1
tested?		1	1	1	
		taught?	1	1	1
TASK NUMBER	081-910-1261	081-910-1265	081-910-1266	081-910-1267	081-910-1270

CLINICAL STUDIES

TRAINING SPECIALIST

TASK NUMBER

פ' תרנ"ו ע"ה ד'תרנ"ז

TRAINING SPECIALIST

TASI

061-91C-1277

087-94-1280

081-94-1291

1461-115-1851

051-910-1283

TRAINING SPECIALIST

CLINICAL PHASE I

20140727

DATA OBTAINED FROM **TRAINING SPECIALIST**

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
			written	writing	
			oral	reading	
			performance	speaking	
			self-paced	listening	
			hands-on		
			demonstration		
			lecture		
			danger to person or equipment		
			importance		
			difficulty?		
			tested?		
			tought?		
081-9K-1752					
081-9K-1757					
081-9K-1760					
081-9K-2101					

ה'תשנ"ח תשנ"ח

TRAINING SPECIALIST

081-910-2704

DECLINING DUTIES

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT	MOS	DATA OBTAINED FROM	NUMBER OF RESPONDENTS	TRAINING SPECIALIST
			writing reading speaking listening	written oral performance	1 1 1 1	difficult? tested?	1 1			
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
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			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							
			self-paced hands-on demonstration lecture							
			danger to person or equipment importance							

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS
MOS 91C

TR = total number of responses to variables in the cluster
T = number of tasks in cluster
V = variables
R = maximum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$\frac{TR + (T)(V)(R)}{T} = \%$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
NAC	$8 \times 5 \times 10 = 400$ 26 32 20 27 24 129 $400 \overline{) 129.000}$.322	$8 \times 2 \times 10 = 160$ 5 13 18 $160 \overline{) 18.000}$.112	$8 \times 3 \times 10 = 240$ 1 16 18 35 $240 \overline{) 35.000}$.145	$8 \times 4 \times 10 = 320$ 32 1 16 7 56 $320 \overline{) 56.000}$.175
	32%	11%	15%	18%
BASIC INDIVIDUAL TECHNIQUES	$5 \times 5 \times 4 = 100$ 10 15 7 11 11 54 $100 \overline{) 54.000}$.540	$5 \times 2 \times 4 = 40$ 4 6 10 $40 \overline{) 10.000}$.250	$5 \times 3 \times 4 = 60$ 0 10 12 22 $60 \overline{) 22.000}$.366	$5 \times 4 \times 4 = 80$ 15 0 10 4 29 $80 \overline{) 29.000}$.362
081-91C-5009 THAN 081-91C-5011 081-91C-5014 081-91C-9003	54%	25%	37%	36%
CAMOUFLAGE	$2 \times 5 \times 3 = 30$ 4 6 4 4 2 20 $30 \overline{) 20.000}$.666	$2 \times 2 \times 3 = 12$ 0 0 0 $12 \overline{) 0.000}$ 0	$2 \times 3 \times 3 = 18$ 0 2 2 4 $18 \overline{) 4.000}$.222	$2 \times 4 \times 3 = 24$ 6 0 2 0 8 $24 \overline{) 8.000}$.333
081-91C-9001 081-91C-9002	67%	0%	22%	33%
		1	64	

PERCENTAGE LANGUAGE SKILLS
MOS 91C

TR = total number of responses to variables in the cluster
T = number of task in the cluster
V = variables
R = minimum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$\frac{TR}{T} \times \frac{(V)(R)}{V} = \%$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
LAND NAVIGATION 081-91C-9101 081-91C-9102	$2 \times 5 \times 4 = 40$ 6 7 7 5 5 <u>30</u> .750 40 <u>30.000</u>	$2 \times 2 \times 4 = 16$ 2 3 <u>5</u> .312 16 <u>5.000</u>	$2 \times 3 \times 4 = 24$ 0 5 7 <u>12</u> .500 24 <u>12.000</u>	$2 \times 4 \times 4 = 32$ 7 0 5 4 <u>16</u> .500 32 <u>16.000</u>
	75%	31%	50%	50%
M16A1 RIFLE 081-91C-9004 THRU 081-91C-9008	$5 \times 5 \times 3 = 75$ 11 11 11 11 6 <u>50</u> .666 75 <u>50.000</u>	$5 \times 2 \times 3 = 30$ 1 6 <u>7</u> .233 30 <u>7.000</u>	$5 \times 3 \times 3 = 45$ 0 6 6 <u>12</u> .266 45 <u>12.000</u>	$5 \times 4 \times 3 = 60$ 11 0 6 1 <u>18</u> .300 60 <u>18.000</u>
	67%	23%	27%	30%
VEHICLE OPERATIONS 081-91C-9201 THRU 081-91C-9205	$5 \times 5 \times 3 = 75$ 12 12 12 11 10 <u>57</u> .760 75 <u>57.000</u>	$5 \times 2 \times 3 = 30$ 5 7 <u>12</u> .400 30 <u>12.000</u>	$5 \times 3 \times 3 = 45$ 0 10 10 <u>20</u> .444 45 <u>20.000</u>	$5 \times 4 \times 3 = 60$ 12 0 10 8 <u>30</u> .500 60 <u>30.000</u>
	76%	40%	44%	50%
		2	17	

MOS 91C

TR = total number of responses to variables in the cluster

T = number of tasks in the cluster

$v = \text{variables}$

R = maximum number of respondents in any task in that cluster

[illegible]

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

MOS

91C

PERSON RECORDING MR. KERNLOCATION FSH
(UNIT/AIT)SUBJECT MEASURING AND RECORDING PHYSICAL
RESPONSES* TASK NUMBER IF KNOWN LP 65-340-20
TM 8-230 PP. 5-47, 5-52
5-61Physical Environment of Instruction

- ☒ A. Classroom
- B. Open Areas (live firefield- mark-up terrain)
- C. Large enclosed area (bleacher sites)
(Warehouse size)
- D. Other

Comments:

STUDENT ARM CHAIRS. TELEVISION
SETS AND SCREEN

Styles of Communication Instructor, Verbal orders

- A. Formal Speech
- ☒ B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- ☒ F. Shop talk/slang
- G. Non-standard English
- I. Other

Comments: INSTRUCTOR WAS BORN IN MEXICO AND
ENGLISH WAS NOT HER NATIVE LANGUAGE.
SPOKE STANDARD ENGLISH W/O ACCENT.

Media of Instruction

Films

- B. Video cassettes
- C. Graphic Training Aids (diagrams, etc....)
- D. Illustrations (requiring reading/not requiring reading)
- E. Maps
- F. Mock-ups
- G. Models/Animate
- H. Real equipment
- ☒ I. Transparencies OVER HEAD PROJECTOR
- J. Tape cassettes
- K. Training Publications (required/available)
- L. Signs/Notices
- M. P.A. System
- ☒ N. Normal Voice
- O. Soldier's Manual
- P. Chalkboard
- Other HANDOUTS

Comments:

HOW TO FILL OUT SF 511 AND DD FORM 792.
THREE HOUR PS TO FOLLOW WITH SCALES,
BLOOD PRESSURE CURVES, STETHOSCOPES, THERMOMETERS
AND ALCOHOL PADS.

Mode of Response

- A. Manipulating a piece of equipment/device
- ☒ B. Answers (spoken - written)
- C. Signals
- D. Performance
- ☒ E. Taking Notes
- F. Teamwork
- ☒ G. Other

Comments: FILLING IN SF 511 AND DD
FORM 792, REVIEW OF PROCEDURES FOR
DETERMINING PULSE, TEMPERATURE, RE-
SPIRATION AND BLOOD PRESSURE.
ALL FOUR LANGUAGE SKILLS REQUIRED.

Instructional Ratio

- ☒ A. Instructor one-to-one/class 1:100 MAXIMUM CLASS SIZE = 110.
- B. Peer/one-to-one
- C. Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
 - Small (12 or less)
 - Large (more than 12)
- D. Other
- E. Questions

Comments:

10

SUBJECT CARE OF PEDIATRIC PATIENT* TASK NUMBER IF KNOWN LP 65-340-236

L OF CROUPETTE AND RESTRAINTS FOR A PEDIATRIC PATIENT

Physical Environment of Instruction

- A. Classroom
- B. Open Areas (live firefield- mark-up terrain)
- C. Large enclosed area (bleacher sites)
(Warehouse size)

D Other SIMULATED HOSPITAL WARDComments: WITH BBS. USED FOR DEMONSTRATION AND PRACTICAL EXERCISE.Styles of Communication Instructor, Verbal orders

- A. Formal Speech
- ☒ B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- ☒ F. Shop talk/slang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

- A. lms
- B. Video cassettes
- C. Graphic Training Aids (diagrams, etc....)
- D. Illustrations (requiring reading/not requiring reading)
- E. Maps
- F. Mock-ups
- G. Models/Aimulate
- ☒ H. Equipment
- I. Transparencies
- J. Tape cassettes
- K. Training Publications (required/available)
- L. Signs/Notices (NO SMOKING; OXYGEN IN USE)
- M. P.A. System
- N. Normal Voice
- O. Soldier's Manual
- P. Chalkboard

Comments: her ONE BBS SET UP W/MANNERISM IN A CROUPETTE COOL MIST AND OXYGEN TENTSAFETY STRESSEDMode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- ☒ E. Taking Notes
- F. Teamwork
- G. Other

Comments:

EACH STUDENT HAD AN OUTLINE HANDOUT CONTAINING STEP BY STEP PROCEDURESInstructional Ratio

- ☒ Instructor; one-to-one/class 2:40
- Peer/one-to-one
- Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
 - Small (12 or less)
 - Large (more than 12)

Of

Questions

Comments: NORMAL CLASS SIZE 100 TO 110 WHICH IS BROKEN UP INTO 3 TO 4 SMALLER GROUPS FOR DEMONSTRATION AND PRACTICAL EXERCISE. INPUT IS FROM MOS

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of
structural and lexical items
for this MOS.
(For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

1. Subject and action verb
Firer aims.
2. Subject and action verb and direct/indirect object
Many things cause burns.
3. Subject and linking verb and subjective complement
This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.

3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted)
But what about the other 15 meters?
Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position.
All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and-around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

2. COMPARATIVES

Threat main tanks are smaller than the US main battle tanks.

3. SUPERLATIVES

The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

1. INDEFINITE

Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).

2. POSSESSIVE

Shake his shoulder and shout, "Are you OK.?"

3. SUBJECTIVE

This will give you correct nomenclature.

4. OBJECTIVE

It will also give you the correct functioning.

5. REFLEXIVE

Keep yourself clear of the muzzle.

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

--You will be tested.

--If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.

--If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.

--When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.

--Have someone walk the FDL and determine dead space.

--Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb
present verb (uninflected, third
person, indicative)
past tense (regular/irregular)
present perfect
future

2. TYPES

intransitive
(You) train for results.

transitive
Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize
protect
is facing
remove
explode
sounds
points out
seen

appear
seek
secure
wear
mask
stored
do require
could affect

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall

passive

given
is protected
is sprayed

are alerted
are reported
have been corrected

are authorized
be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should not be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the M16A1 in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB (particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between
TRADOC and DLIELC was reached
that DLIELC In-House Vocabulary
would not be produced for this
MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

HEADQUARTERS

DATA CONTROL NUMBER

Job 'roj No

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651



91C SL1/2

SE-REFUTIAL DATA DATINGLP

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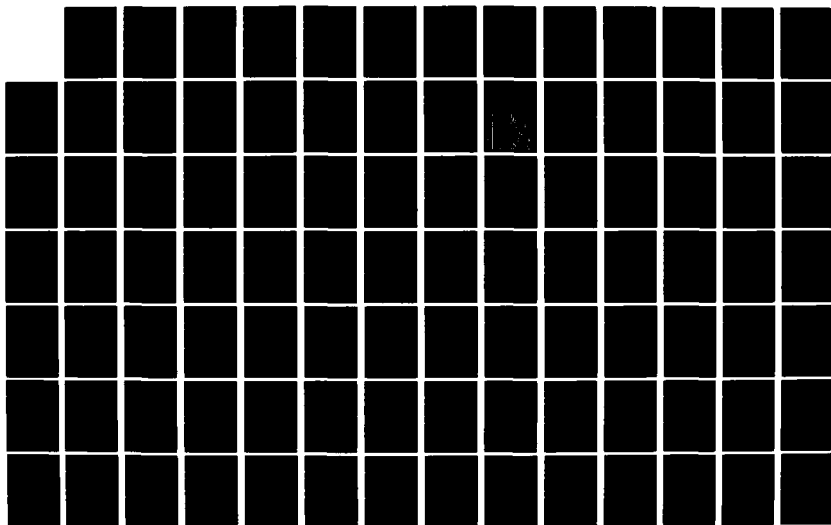
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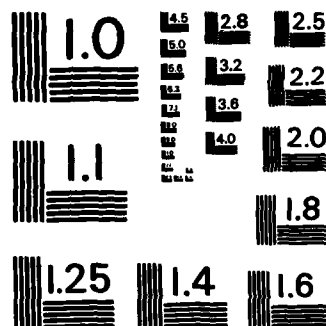
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NATIONAL BUREAU OF STANDARDS-1963-A

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HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

Job No. (Form) No.

1/8

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91C SK102

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2	ATTACHED
1	ATTACHING
1	ATTACK
2	ATTACKS
3	ATTEMPTING
2	ATTENTION
2	AUDITORY
2	AURICLE
2	AUTOCENTRIC
1	AVAILABILITY
13	AVAILABLE
4	AVOID
2	AVOIDANCE
3	AVOIDANCE
4	AWAY
1	AXEL
2	AXON
2	AXONILLA
2	AXILLAE
1	AXIS
67	B
10	BABY
2	BABY'S
1	BACTERICIN
25	BACK
2	BACKGROUND
2	BACKWARD
1	BACTERIAL
2	BABLY
2	BAG
2	BALANCE
1	BALANCED
2	BALANCES
2	BALL
4	BAND
7	BANDAGE
2	BANDAGES
2	BANDAGED
2	BAND
2	BAND
7	BASED
1	BASIC
10	BASIC
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2	BASIC

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5	WATERPIECE
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14	BLEEDING
15	BLEEDING
16	BLEISTEF
17	BLEW
18	BLOCKING
19	BLOCK
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1	WORKING
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3	WASTEFUL
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6	CARDIAC
10	CARE
1	CAREFUL
1	CAREFULLY
1	CARON
1	CARRIED
10	CARRIER
1	CARRY
2	CART
7	CASE
2	CASES
11	CASUALTIES
10	CASUALTY
4	CASUALTY/CASUALTIES
10	CASUALTY'S
1	CASUALTY
1	CATCH
1	CATCHING
1	CATEGORIES
1	CATEGORIZE
5	CATEGORY
2	CATINUED
2	CATINUEDS
3	CAUSE
2	CAUSED
1	CAUSES
2	CAUSING
2	CAUTION
4	CMA
1	CC
1	CEASES
2	CELLS
2	CENTER
1	CENTERED
1	CENTERS
1	CEPHALIC
1	CEREPELLUM
1	CERUMEN
7	CHAP
1	CHALLENGE
4	CHAMBER
7	CHANGE
1	CHANGES
1	CHANGES
1	CHIEF

2 FACTOR CLASSIFICATIONS

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2	CONTINUED
1	CONTINUES
1	CONTINUING
1	CONTINUOUS
1	CONTINUOUSLY
1	CONTRA-INDICATIONS
1	CONTRACTOR
1	CONTRACTORS
1	CONTRACTURES
1	CONTRACTED
1	CONTRADICTIONS
1	CONTRASTING
1	CONTROL
1	CONTROLLED
1	CONTUSIONS
1	COOL
1	COOLING
1	COOPERATIVE
1	COORDINATION
1	COORDINATE
1	COORDINATES
1	COORDINATION
1	COPIES
1	CORNER
1	CORNERS
1	CORRE
1	CORRECT
1	CORRECTIBLE
1	CORRECTING
1	CORRECTLY
1	CORRUPTED
1	COST
1	COSTS
1	COUNTING
1	COULD
1	COUNT
1	COUNTER
1	COUNTRY
1	COUPLE
1	COVER
1	COVERED
1	COVERING
1	COVERS

2	DEWED	
3	DEEP	
4	DEFLAY	
5	DEFACTS	
6	DEFICIENCY	
7	DEFINITE	
8	DEFINITE	
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1 HOP
2 VICE
3 VICES
4 METER
5 METER

1 DICTATE
2 DIFFERENT
3 DIFFICULTY
4 DIFFICULTY
5 DIGITS

1 DIOXIDE
2 DIRECT
3 DIRECT
4 DIRECTED
5 DIRECTING

3 DIRECTLY
4 DIRECT
5 DISAPPEAR
6 DISAPPEAR
7 DISAPPEAR

3 DISAPPEAR
4 DISAPPEAR
5 DISCONNECT
6 DISCONNECT
7 DISCONNECTED

3 DISCONTINUE
4 DISCONTINUE
5 DISCONTINUES
6 DISCONTINUES
7 DISCONTINUES

2 DISENCHANT-DETERGENT
3 DISENCHANT
4 DISENCHANT
5 DISENCHANTED
6 DISENCHANTABLE

3 DISENCHANT
4 DISENCHANTATION
5 DISENCHANTATION
6 DISENCHANTATION
7 DISENCHANTATION

8 DISTILLED
9 DISTILLANCES
10 DISTILLANCES
11 DISTILLANCES
12 DISTILLANCES

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1	ACTS
2	ADDER
3	ADJUST
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1	EQUIPMENT
2	EQUIPMENT/EMERGENCY
3	EMERGENCY
4	ESPECIALLY
5	ESSENTIAL
6	ESTABLISH
7	ESTABLISHED
8	ESTABLISHMENT
9	ESTIMATE
10	ET
11	ETC
12	ETHOP
13	EVACUATE
14	EVACUATED
15	EVACUATION
16	EVALUATE
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1	PREDICATE
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1	FAST
2	FASTENED
3	FASTENING
4	FATIGUE
5	FEATURES
6	FEES
7	FEEL
8	FEELS
9	FEST
10	FELT
11	FEMALE
12	FEM
13	FIFTEEN
14	FILL
15	FILLER
16	FIRAL
17	FIRM
18	FIRMP
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4	ANEMETER
5	ANESTHETIC
6	FLORIC
7	FLUORIDE
8	FLUIDS
9	FLUOROSCOPY
10	FLUOROSCOPY
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5	FREQUENCY
2	FREQUENCY/CALL
1	FREQUENT
1	FREQUENTLY
1	FRASH
1	FRITION
6	FRIV
1	FRONT
5	FULL
1	FULLY
2	FUNCTION
2	FUNCTIONING
7	FURPH
1	G
1	GAG/CE RHEAL
1	GAGE
1	GATA
1	GATT
1	GAS
1	GASES
6	GATCH
2	GATTP
1	GAUGE
12	GAUZE
5	GENERAL
2	GENTLE
14	GENTRY
1	GENTLE
1	GET
1	GETS
1	GETTING
11	GIVE
12	GIVER
2	GIVING
1	GLASS
4	GLOVE
3	GLOVED
5	GLOVES
1	GLIVING
1	GO
1	GOAL
1	GONE
4	GOOD
1	GOVERN
1	GOVERNMENT

23	HEAD	24	HEFT	25	HEAVY	26	HELICOPTER
27	HEAVY	28	HEFT	29	HEAVY	30	HEAVY
31	HEAVY	32	HEFT	33	HEAVY	34	HEAVY
35	HEAVY	36	HEFT	37	HEAVY	38	HEAVY
39	HEAVY	40	HEFT	41	HEAVY	42	HEAVY
43	HEAVY	44	HEFT	45	HEAVY	46	HEAVY
47	HEAVY	48	HEFT	49	HEAVY	50	HEAVY
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91	HEAVY	92	HEFT	93	HEAVY	94	HEAVY
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99	HEAVY	100	HEFT	101	HEAVY	102	HEAVY

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1	INCLUDES
2	INCLUDING
3	INCOMPLETE
4	INCOMPLETE
5	INCORRECT
6	INCREASE
7	INCREASED
8	INCREASES
9	INCREASING
10	INCUR
11	INFERRED
12	INDEPENDENT
13	INDEED
14	INDICATE
15	INDICATED
16	INDICATES
17	INDICATIONS
18	INDIRECT
19	INDIVIDUAL
20	INDIVIDUALLY
21	INDIVIDUALS
22	INDUCTIONS
23	INEFFECTIVE
24	INFANT
25	INFANTS
26	INFECTION
27	INFECTIONS
28	INFILTRATION
29	INFLATE
30	INFLUENCED
31	INFLUENCE
32	INFLUENCES
33	INFLUENTIAL
34	INHALE
35	INHALES
36	INHALED
37	INITIAL
38	INITIAL
39	INJECT
40	INJECTION
41	INJECT
42	INJURIES
43	INJURY
44	INJURY/INJURIES

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2	IGNIZING
4	IPCA
2	IRREGULAR
1	ISOLATE
3	ISPIRATED
1	IRRIGATING
10	IRRIGATION
7	IRRIGATOR
2	IRRIGATION
177	IS
1	ISCLATION
57	IT
1	ITCH
4	ITEM
6	ITEMS
7	ITS
6	IV
2	J
1	JAK
6	JAN
4	JOINTLY
1	JUN
2	JUNE
2	JUNGLE/FOREST
7	JUST
1	JUTTING
1	JUTTING-OUT
2	K
15	K-PEG
15	KELL
2	KEEPING
2	KEPT
2	KILLED
3	KIDDED
1	KIAPS
2	KNEE
1	KNEEL
1	KNEES
1	KNOCKS
1	KNOT
2	KNOX
1	LANE
1	LANES
3	LANDSCAPE
2	LOCATIONS

1	LETTING
7	LEVEL
2	LIPEROL
7	LIPS
1	LIPSA
9	LIFE
2	LIFE-SAVING
6	LIFT
2	LIFTING
7	LIGHT
2	LIGHTLY
1	LIMCUTWOOD
5	LIKELY
2	LIME
4	LIMITED
4	LIMITS
1	LIVE
13	LIVE
1	LIVED
1	LINCE
4	LINES
1	LINK
1	LINK-FREE
4	LIPS
2	LIQUID
2	LIQUIDED
1	LISERON
1	LISTER
7	LITER
4	LITERS
12	LITTER
1	LITTER/AMBULATORY
4	LITTERS
2	LITTLE
4	LCAD
6	LOADED
8	LOADING
1	LOADING/UNLOADING
4	LOCAL
1	LOCALLY
1	LOCATE
2	LOCATED
1	LOCATING

2	2	ATION
2	2	ACK
5	5	LOUNG
1	1	LOCKEP
1	1	LOCKING
6	6	LCFF
4	4	LCFFED
2	2	LUCSF
1	1	LOCCELY
14	14	LOCSEN
1	1	LOUSEING
2	2	LCSE
1	1	LCW
21	21	LCWFF
1	1	LCWFS
4	4	LUPFICANT
2	2	LUPFICATE
4	4	LUPFICATED
1	1	LUMH
1	1	LUMF
2	2	LUNGS
4	4	LYAG
5	5	LY-LOG
5	5	LYOC
3	3	LYAIN
2	2	LYATIN
1	1	LYATIN
3	3	MAEP
10	10	MAEF
1	1	MAES
2	2	MAITIM
1	1	MAITIVER
2	2	MAIAT
1	1	MAIPL
2	2	MANUFACTURER'S
1	1	MAVY
1	1	MA-P
4	4	MARCH
1	1	MARCHIN
1	1	MARCHIS
3	3	MARK
1	1	MARKED
1	1	MARKERS
7	7	MARKING
1	1	MARKS

40	WASH
39	WASH-TO-MOUTH
38	WASH
37	WASHAGE
36	WASHES
35	WASHIVE
34	WASHIN
33	WASHING
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1	PAT
2	PLC
3	WILLOW
4	MILITARY
5	MINIFIED
6	MINIPAL
7	MINES
8	MINIMAL
9	MINIMUM
10	MINCE
11	MINOR
12	MINUTE
13	MINUTES
14	MISSING
15	MISIGN
16	MISSION-ORIENTED
17	MITER
18	MIXING
19	MIXED
20	MIXES
21	MIX
22	MIXTURE
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1	MOVEMENT	
2	EVENTS	
3	MOVING	
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9	VER
2	W
1	WENSCOPPER
2	WY
2	WIGHT
1	WIPPLE
25	WIT
1	WITCH-PARKING
1	WITCY
1	WITON-ARTETIAL
1	WITON-REPRESENTING
2	WITON-ALCOHOLIC
3	WITON-ARTETIAL
4	WITON
9	WITONAL
3	WITONALLY
14	WITON
1	WITON-ETIO
3	WITON-ETIO
44	WITON
76	WITON
12	WITON
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1	ORT/IN
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1	PAPERBAG
2	PAPER
3	PARALLEL
4	PARALYSIS
5	PART
6	PARTIAL
7	PARTICULAR
8	PARTICULARLY
9	PARTS
10	PASE
11	PASSAGE
12	PASSAGES
13	PASSAGEWAYS
14	PASSED
15	PASSING
16	PASSED
17	PATENCY
18	PATIENT
19	PATIENT/FAMILY
20	PATIENT'S
21	PATIENTS
22	PATIENTS
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1	PLATON/COMPANY
2	PLUNGED
3	PLUNGER
4	PLUS
5	PLUMET
6	POCKETS
7	POINT
8	POINTS
9	POLE
10	PLACING
11	POET
12	POSITIONABLE
13	POSITION
14	POSITION
15	POSITIONED
16	POSTPONING
17	POSTIONS
18	POSITIVE
19	POSSESS
20	POSSIBLE
21	POSSIBILITY
22	POST
23	POSTER
24	PLUTONERATIVE
25	POSTS
26	POSTS/POINTS
27	POSTURAL
28	POSTURE
29	PORES
30	POUR
31	POURING
32	PRACTICAL
33	PRECAUTIONS
34	PRECLUDED
35	PREFERENCE
36	PREDISIGNED
37	PREFERRED
38	PREFITTED
39	PREF
40	PREPARATION
41	PERFECT
42	PERFECT
43	PERFECT
44	PERFECT
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48	PERFECT
49	PERFECT
50	PERFECT

1. COMMUNICATION
 2. COMMUNICATED
 3. COMMUNICALLY
 4. COMMUNICATING
 5. COMMUNICATOR
 6. COMMUNICATORS
 7. COMMUNICATE
 8. COMMUNICATING
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13	SELECTING
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15	SELF
16	SELF-CONFIDENCE
17	SELF-EXPLANATORY
18	SELF
19	SELECTED
20	SEPARATION
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1 STARTING

4 START

STARTS

1 STAY

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STATEMENT

STATIONERY

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1 STAY

STEADY

STOP

STUCK

STOPS

STILL

45 STEEP

STETHOSCOPE

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3 VEHICLE
4 VETA
5 VITRIFICATE

6 VERDUS
7 VERO
8 VENTILATION
9 VIO
10 VESSEL

11 VIEWING
12 VIGOROUSLY
13 VEGETILITY
14 VISIBLE
15 VISION

16 VISUAL
17 VISUALIZATION
18 VISUAL
19 VISIT
20 VOICE

21 VOICEMITTER
22 VOICING
23 VOIPUS
24 WAVE
25 WAVE

26 WALK
27 WALKING
28 WALKS
29 WALK
30 WALK

31 WALL/PECH
32 WALK
33 WALKING
34 WALKS
35 WALK

36 WASH
37 WASHING
38 WASH
39 WASHBASKET
40 WASH

41 WATCHING
42 WATCH
43 WATCH-SAMPLE
44 WATCH
45 WATCH

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01 00000000 PM          2727, DELETE      2727
02 00000000              2727, DELETE
03 00000000 = 15
04 00000000-ALLOC FACTOR= PGM/USCD=800
05 00000000 , OUT
06 00000000 1234
07 00000000 GET= N, TIME=0207.0UMP
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	0	1	2	3	4	5	6	7	8	9
0	00000	00001	00002	00003	00004	00005	00006	00007	00008	00009
1	00010	00011	00012	00013	00014	00015	00016	00017	00018	00019
2	00020	00021	00022	00023	00024	00025	00026	00027	00028	00029
3	00030	00031	00032	00033	00034	00035	00036	00037	00038	00039
4	00040	00041	00042	00043	00044	00045	00046	00047	00048	00049
5	00050	00051	00052	00053	00054	00055	00056	00057	00058	00059
6	00060	00061	00062	00063	00064	00065	00066	00067	00068	00069
7	00070	00071	00072	00073	00074	00075	00076	00077	00078	00079
8	00080	00081	00082	00083	00084	00085	00086	00087	00088	00089
9	00090	00091	00092	00093	00094	00095	00096	00097	00098	00099

U.S. DEPARTMENT OF COMMERCE
BUREAU OF ECONOMIC ANALYSIS
WASHINGTON, D. C. 20540

[illegible]
$$P_1 = 10, \quad P_2 = 10, \quad P_3 = 0$$

$$P_4 = 0, \quad P_5 = 0, \quad P_6 = 0, \quad P_7 = 0$$
$$2 = N_1 \cdot 7 \cdot 0 \cdot 1 = 1 \cdot 10 \cdot 7 = 70 \quad (4A)$$

10-11-68

100

$$y'' - y' + y = 15.11A = 9$$

SECRET

2000

1000

ITEM	QUANTITY	UNIT PRICE	TOTAL
1.0000	0.0000	0.0000	0.0000
2.0000	0.0000	0.0000	0.0000
3.0000	0.0000	0.0000	0.0000
4.0000	0.0000	0.0000	0.0000
5.0000	0.0000	0.0000	0.0000
6.0000	0.0000	0.0000	0.0000
7.0000	0.0000	0.0000	0.0000
8.0000	0.0000	0.0000	0.0000
9.0000	0.0000	0.0000	0.0000
10.0000	0.0000	0.0000	0.0000
11.0000	0.0000	0.0000	0.0000
12.0000	0.0000	0.0000	0.0000
13.0000	0.0000	0.0000	0.0000
14.0000	0.0000	0.0000	0.0000
15.0000	0.0000	0.0000	0.0000
16.0000	0.0000	0.0000	0.0000
17.0000	0.0000	0.0000	0.0000
18.0000	0.0000	0.0000	0.0000
19.0000	0.0000	0.0000	0.0000
20.0000	0.0000	0.0000	0.0000
21.0000	0.0000	0.0000	0.0000
22.0000	0.0000	0.0000	0.0000
23.0000	0.0000	0.0000	0.0000
24.0000	0.0000	0.0000	0.0000
25.0000	0.0000	0.0000	0.0000
26.0000	0.0000	0.0000	0.0000
27.0000	0.0000	0.0000	0.0000
28.0000	0.0000	0.0000	0.0000
29.0000	0.0000	0.0000	0.0000
30.0000	0.0000	0.0000	0.0000
31.0000	0.0000	0.0000	0.0000
32.0000	0.0000	0.0000	0.0000
33.0000	0.0000	0.0000	0.0000
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35.0000	0.0000	0.0000	0.0000
36.0000	0.0000	0.0000	0.0000
37.0000	0.0000	0.0000	0.0000
38.0000	0.0000	0.0000	0.0000
39.0000	0.0000	0.0000	0.0000
40.0000	0.0000	0.0000	0.0000
41.0000	0.0000	0.0000	0.0000
42.0000	0.0000	0.0000	0.0000
43.0000	0.0000	0.0000	0.0000
44.0000	0.0000	0.0000	0.0000
45.0000	0.0000	0.0000	0.0000
46.0000	0.0000	0.0000	0.0000
47.0000	0.0000	0.0000	0.0000
48.0000	0.0000	0.0000	0.0000
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52.0000	0.0000	0.0000	0.0000
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59.0000	0.0000	0.0000	0.0000
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61.0000	0.0000	0.0000	0.0000
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65.0000	0.0000	0.0000	0.0000
66.0000	0.0000	0.0000	0.0000
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68.0000	0.0000	0.0000	0.0000
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72.0000	0.0000	0.0000	0.0000
73.0000	0.		

172

[illegible]

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[illegible]

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AD-A121 077

JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR NO. 220
CLINICAL SPECIALIST REF. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 30 AUG 77
F/G 5/9

UNCLASSIFIED

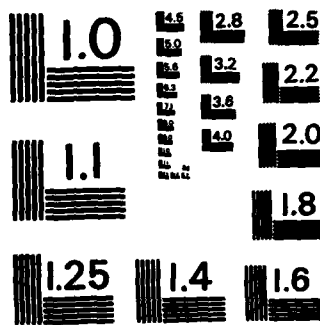
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS - 1963 - A

APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.

(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

- | | |
|------------------|-------------------------|
| A. Declarative | statement |
| B. Interrogative | question |
| | 1. wh- questions |
| | 2. tag questions |
| | 3. yes/no questions |
| C. Imperative | command, polite request |
| D. Exclamatory | exclamation |

Sentence Complexity:

- | | |
|---------------------|---|
| A. Simple | one full subject and predicate |
| B. Compound | two or more independent clauses joined by: |
| | 1. punctuation |
| | 2. punctuation and conjunctive adverb |
| | 3. coordinate conjunction |
| C. Complex | one or more dependent clauses and an independent clause |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses |

Verbs:

- | | |
|----------------------------|---|
| A. Concord | subject-verb agreement |
| B. Transitive | takes an object |
| C. Intransitive | doesn't take an object |
| D. Copula | to be |
| E. Linking | connectors |
| F. Auxiliaries of tense | will, do, did |
| G. Auxiliaries of modality | should, ought to, must to, have to, have got to, able to, can, may, might, could, would |
| H. Tense | present, past |
| I. Aspect | perfect, progressive |

Verbal Forms:

- | | |
|-----------------------|---------------|
| A. Present Participle | active voice |
| B. Past Participle | passive voice |

Voice:

- | | |
|------------|----------------------------|
| A. Active | subject does action |
| B. Passive | subject does not do action |
| | 1. agent expressed |
| | 2. agent not expressed |

Nouns:

- | | |
|---------------|-----------|
| A. Singular | man, pen |
| B. Plural | men, pens |
| C. Count | chairs |
| D. Mass | flour |
| E. Possessive | soldier's |
| F. Collective | fish |

Adjectives:

- | | |
|-----------------------------|---------------------------|
| A. Predicative | The tank is green. |
| B. Attributive | The green tank is moving. |
| C. Degrees of comparison | |
| 1. regular | big, bigger |
| 2. irregular | worse, worst |
| D. Ordinal/Cardinal Numbers | first, one |

Adverbs:

- | | |
|-------------------|-------------------------|
| A. Time/Frequency | immediately, today, ago |
| B. Place/Position | here, there, everywhere |
| C. Manner | maybe, possibly |
| D. Negative | no, never |
| E. Comparison of | nearest, harder |
| F. Degree | thoroughly, completely |

Articles:

- | | |
|---------------|-----------|
| A. Definite | a, the |
| B. Indefinite | any, some |

Pronouns:

- | | |
|------------------|---------------------|
| A. Personal | you |
| B. Demonstrative | that |
| C. Indefinite | anybody, both, each |
| D. Reflexive | himself, yourself |
| E. Cases of | I, we, my, mine |
| F. Relative | who, whom, whose |
| G. Interrogative | who, which, what |

Conjunctions:

- | | |
|-----------------------|------------------------------|
| A. Coordinating | and, but, or, nor |
| B. Subordinating | because, if, so, that, after |
| C. Correlative | either, or |
| D. Conjunctive adverb | therefore, furthermore |

Prepositions:

A. Simple

1. place
2. time
3. direction/motion
4. manner/agent/
instrument
5. measurement/
number amount

on, in
in, at, on
to
by, with
of

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -
Elementary and Intermediate Phase of General
English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs